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ABSTRACT

Funding, enrollments, and outcomes are reported for the programs offered during 1979-1980 by New York City Technical College's Division of Continuing Education and Extension Services. The report's introduction analyzes enrollment in the division, summarizes external evaluation of selected programs, and examines problems of staffing, space, and the assignment of credit for technical courses. Subsequently, the report's nine chapters discuss the year's activities and accomplishments of: (1) the division's tuition programs, which provide adult students with entry-level job skills, skill upgrading, and training for certification and licensure; (2) the Adult Vocational Counseling Center; (3) vocational programs for deaf adults; (4) training programs for women in non-traditional occupations; (5) technical training programs for disadvantaged adults in the areas of digital electronics, machine tool trades, welding, electronic assembly, and food services; (6) technical programs to upgrade the skills of transit workers, biomedical technicians, and day care center cooks; (7) public symposia on prenatal diagnosis and hearing amplification for the elderly; (8) adult literacy and learning programs and extension services to the Brooklyn House of Detention; and (9) programs for older adults. With variations, these narratives summarize enrollment, funding, recruitment, instruction, and placement. The report concludes with tables illustrating enrollment and funding sources. (JP)

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ANNUAL REPORT

1979 - 1980

NEW YORK CITY TECHNICAL COLLEGE

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

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NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 Jay Street, Brooklyn, N.Y. 11201 643-8150

Division of Continuing Education

December 31, 1980

August A. Tuosto
Vice President/Dean for Academic Affairs
New York City Technical College

Dear Vice President Tuosto:

Attached is a copy of the Annual Report of the Division of Continuing Education and Extension Services for 1979-80.

Nine thousand eight hundred and thirty nine students were enrolled -- 2,062 in tuition courses open to the public and 7,777 in grant funded programs.

1979-80 was a year of accelerated program development. Grant awards increased from $748,572 in 1978-79 to $1,060,535 in 1979-80, the largest amount ever received by the Division of Continuing Education.

It was a year in which project staff took an increased college level responsibility created by new ventures.

The support of the academic divisions and departments of the College informed and enhanced our collaborative efforts to contribute to the economic life of New York City and to serve non-traditional students responsively.

Sincerely,

Fannie Eisenstein

Fannie Eisenstein
Associate Dean
Division of Continuing Education
and Extension Services

FE/ds
Att.

DIVISION OF CONTINUING EDUCATION
AND EXTENSION SERVICES

ANNUAL REPORT

1979 - 1980

NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 JAY STREET
BROOKLYN, N.Y. 11201

December 1980

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INTRODUCTION

Enrollment

In 1979-80, the Division of Continuing Education enrolled 9,839 students. Two thousand sixty two students were enrolled in remedial, academic, technical and vocational training and upgrading tuition courses open to the general public. This is the largest enrollment we have ever had in Non-Credit Continuing Education Tuition Courses at New York City Technical College.

Seven thousand seven hundred seventy seven students were enrolled in grant funded courses serving special constituencies: the aged, women in non-traditional vocational training programs, the deaf, the disadvantaged, minorities, the offender and ex-offender, the unemployed seeking work, the marginally employed seeking upgrading, adults seeking basic skills and high school equivalency, and union workers seeking special skills and certification.

Funding

1979-80 registered the largest year of grant funding in the twelve year history of Continuing Education with awards totalling over one million dollars. During 1979-80, proposals were developed and funded for 1980-81 totalling nearly two million dollars.

Staff

This tremendous leap in program development produced sharp strains on staff and resources. Despite the enormous growth in funding and program, professional staff on college lines remained at three, a 70% cut from the staffing of ten in 1975. Although each additional grant funds its own program staff, college coordinating and supervising staff are necessary to direct, integrate and supervise programs. Without college administrative planning and supervision, grant funded programs can become separate events unrelated to basic goals and objectives, episodic, without follow-up or continuity, one-shot interventions governed by

where the money is.

Grants in Continuing Education at New York City Technical College are predominantly grants for adult learning and literacy, for vocational education and upgrading, and for community service. They entail liaison with commerce, industry, local government and community groups. They require continuity of relationship and responsibility for mutual ventures. Linkage systems with other agencies and institutions require a sense of College commitment. There needs to be assurance that common purpose is to be pursued over time -- that an initiative at coliaboration is not governed by a one-year grant, but by the College's mission.

The enlargement and enrichment of programs were made possible in 1979-80 by the willingness of project-funded staff to assume levels of authority and responsibility ordinarily assigned to College-funded staff.

Continuing Education staff, funded by diverse projects, overcame in essential ways the separations inherent in year to year funding for special purposes and constituencies. Through increased personal communication and in-service seminars, the staff learned to know each others' programs and to share problems and possibilities. A staff development committee ran a number of significant seminars on job development, proposal writing, and final report organization. A planning committee of ten met regularly and examined critical problems, debated issues of choice and direction, and set priorities.

Project staff made heroic efforts to stand-in for College-level responsibility and were successful, but the strain of conducting their own programs, searching for refunding, responding to requests for new funding, assisting new staff to get programs under way intensified. A saturation point has now been reached and perhaps exceeded.

College Support

Productive communication with other sections of the College increased significantly. Consultation with other Divisions and Departments assisted Continuing

Education in decisions concerning program requests. The Divisions of Commerce and Engineering Technology helped to form and forward the Apartment House Institute. The Department of Engineering Technology was strategic in the development of Non-Traditional Programs for Women. The Division of Commerce and Engineering Technology continued to support our vocational training for the deaf. The Office of Admissions directed students without High School diplomas to Continuing Education's High School Equivalency courses.

External Evaluations

A number of programs were evaluated in 1979-80 by external organizations: funding agencies' program officers, and project site visit teams.

1. Extending Continuing Education to the Homebound Elderly

The Assistant Program Officer, HEA Title I, New York State Education Department, wrote in his project visitation report on the Elderly Homebound "This is an excellent project. It is well organized, coordinated and administered. The project is very effective in providing continuing education opportunities to the Elderly Homebound through a unique delivery system. Project staff are highly competent and dedicated and should be complimented for making this program so successful." This assessment was borne out by collaborating social agencies. The Supervisor of Direct Services at one such agency wrote: "On behalf of the West Bronx Jewish Community Council and the Bronx YW-YMHA, I would like to commend your program which utilizes the active elderly to teach the frail elderly. The experience of seeing active elders enrich the lives of the homebound has been exciting for all concerned. I particularly want to acknowledge the fine contribution of the excellent teachers Bob Disch, Mary Noone and the talents of Joan Delaloye, who served as the outstanding Coordinator. Thank you for the role these classes have played in the life of the participants."

2. Research the Liberal Arts Program of the Institute of Study for Older Adults

The Fund for the Improvement of Post Secondary Education funded a project during 1979-80 to research the Liberal Arts Program of the I.S.O.A. as part of

National Project IV: Research Varieties of Liberal Arts Programs.

The University of Michigan site visit team leader reported that "a clear program direction exists -- that faculty and staff know what they are doing, and more important, why they are doing it...It is impressive how closely the intentions of the faculty match that of the administrators and founders of the program...Perhaps most impressive were the words of the students when we asked what the classes meant to them...My final picture of liberal education as it exists at New York City Community College's Institute of Study for Older Adults is something like this: It is a teaching of students to carry on a lifetime examination of their experiences. It is an active involvement with life that builds on two things: Knowledge that has already been gained, and caring that often appears in the aged. It is a self-confidence that such involvement is, in fact, possible even in the face of death -- a feeling that is restorative of life itself".

3. Adult Learning Center and Reading Academy

The Associate in Continuing Education of the State Department of Education at the conclusion of his site visit in December 1979 to review the Adult Basic Education Program of the Adult Learning Center characterized the program as "instructionally excellent and effectively administered".

Other New York State Education Department staff in the Division of Continuing Education and the Adult Learning Services characterized our publications, the newsletter Literacy and Learning, the Curriculum of the Adult Learning Center and Reading Academy, and the Final Report as "impressive documents".

The Right to Read/Basic Skills Program selected the New York City Community College Adult Reading Academy as one of twenty-eight outstanding programs included in its booklet Right to Read: Promising Practices.

The model programs were chosen after an extensive evaluation procedure conducted by an outside contractor. The Reading Academy was one of only nine adult

programs cited out of over seventy that had been funded nationwide under Right to Read.

4. Vocational Training for Deaf Adults

The New York Adult Education Council gave its 1980 Winifred Fisher Award for excellence in adult education to New York City Community College for the Vocational Training Program for Deaf Adults.

Space

Space was a critical problem in 1979-80 and looms larger. Classrooms for additional programs were not available on the Brooklyn Campus. Space was found at the Voorhees Campus for programs developed in 1979-80 and funded for 1980-81: Project STRIDE, a Clerical and Data Entry Training Program; a Home Care Attendant Training Program for Hispanic Students; Technical Certificate Training Programs in Machine Tool and Digital Electronics for Private Industry Council; Non-Traditional Programs for Women in Machine Tool, Small Building Superintendant, Pest Control/Food Sanitation, Heating Ventilation and Air Conditioning, Drafting and other programs.

Without the Voorhees facility, significant training programs which contribute to the economic life of New York City would have been impossible to mount. Continuing Education heavily utilizes the laboratory and classroom space at Voorhees. A decision at the City University level that the Voorhees physical facility be phased out in the next four or five years raises serious concern about space allocation for programs vital to the economy of New York City, and central to the mission of New York City Technical College to provide opportunities for non-traditional constituencies.

New York City Technical College

During 1979-80, New York City Community College became New York City Technical College. The change in name reflected a change in the College's funding and

academic pattern in the degree program areas.

In an appraisal of impacts of the name change the College reaffirmed its commitment as a technical college to community service and to meeting the needs of non-traditional target populations for participation in the economic life of New York City.

Perspectives

Continuing Education at New York City Technical College addresses itself to critical adult needs in non-traditional arenas. Needs here continue to grow under the impact of technological and social urban change. Both in tuition courses open to the public and programs funded for special constituencies, we are meeting new needs. The largest area of demand is for adult learning and manpower programs -- for preparatory and technical training critical to the economic life of New York City and its social fabric.

1. Administrative Responsibility

Perspectives for funding in 1980-81 are that we may double the $1,041,146 awarded for grants in 1979-80. Additional large scale manpower training programs and other funded programs and studies are creating new pressures for coordination and supervision to guarantee quality and coherence of programs.

Consequently, a critical task for the future is to find the resources for administrative and coordinative leadership.

2. Space

Again, the increase in both funded programs and tuition courses are creating new pressures for space. This will require not only the expanded use of space at Voorhees as a current measure, but careful planning forward for the continuing availability of space for Continuing Education in view of City University of New York's decision to phase out the Voorhees Campus in a three to four year period.

3. Credit

A number of agencies, technical and professional groups and employers have requested the assignment of credit for courses related to technological change. New developments in Radiologic Technology, Numerical Control in Machine Tool Operations, and Heating, Ventilation and Air Conditioning Processes are a few of the arenas in which these requests have arisen.

In 1980-81, Continuing Education, in consultation with the other arenas of the College -- Engineering Technology, Commerce and Allied Health -- should examine and assess the development of such credit courses.

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

NEW YORK CITY TECHNICAL COLLEGE

ANNUAL REPORT

1979 - 1980

I. TUITION COURSES AND PROGRAMS

The Division of Continuing Education offers a variety of tuition courses and programs to meet the educational needs of diverse communities in the New York City area. These courses are designed for individuals who are interested in obtaining basic skills for entry level positions in the job market; for workers who wish to upgrade their skills, and for workers seeking training for certification and licensure.

The Division recruits faculty from departments within the College and from the business, technical and industrial sectors of New York City.

Enrollment

The 1979-80 academic year was marked by growth in enrollment, and a process of critical self-review. Two thousand sixty two students enrolled with an F.T.E. (Full Time Equivalent) of 165. The growth in enrollment was due, in part, to offerings in Environmental Controls, Radiologic Technology, an increased demand for High School Equivalency Preparation, and many new referrals to our courses in Welding by the New York State Department of Labor.

Additional courses were offered in such areas as: Driving Instructor's Education, Dental Laboratory, English as a Second Language, High School Equivalency Preparation, Fire Safety Director, Hearing Aid Dispensing, Hotel Technology, Notary Public, Medical Laboratory, Nursing Home Administration, Pest Control Technology, Apartment House Institute, Piano Tuning, and Sanitation Management. Many of the courses were closed soon after the opening of registration. Our Hotel Technology classes were closed out early and a long waiting list was maintained. The popularity of these courses is attributable to the recognized faculty who frequently win top honors at Restaurant and Hotel Shows. In other areas, such as Pest Control, the large enrollment is attributable to the reputation faculty has earned for preparing students for licensing exams.

Critical Review

While the Division welcomes the increase in enrollment, numbers do not guarantee the quality of programs. In a process of critical review, the Division established a committee to identify and assess problem areas and to put forward suggestions for improvement. This committee developed formal channels of interchange between the fee supported area and grant programs. The committee played an important role in highlighting the importance of pre-testing and advisement for the High School Equivalency program. As a result of the committee's work, discussion with teachers, and utilization of our Adult Vocational Counseling Center for testing and counseling, pre-testing was instituted for the summer G.E.D. courses.

New Courses and Programs

The Division has always welcomed program development that integrates resources from its fee supported and grant areas. During the past academic year, we offered a course in Sign Language. The instructor for this course was recruited through the Division's grant program for deaf adults. The course, which introduces students to the fundamentals of non-verbal communication, became so popular it was necessary to hire additional staff for a third cycle.

The Apartment House Institute contributed significantly to the tuition area. The Institute offered a professional advancement course for building managers and ran a successful one-day energy conservation course in steam heat and vacuum pumps for superintendents of high-rise apartment houses. Two new courses have been developed that will be offered in Fall 1980 - one on financial management and one on procurement of goods and services.

Other new areas were developed this year: Security Management for Health Care Facilities, and Security Management for Hotels, Motels, and the Hospitality Industry.

The Division not only keeps abreast of current job opportunities in technical

areas, but also attempts to be in the forefront of technical innovations. In this regard, we developed a new course in Solar Energy Design at our Manhattan Voorhees Campus. The course introduces students to the practical aspects of solar heating at a time when consumers and institutions are faced with increasing energy costs.

New developments have marked radiologic technology in the past decade. Ultrasound and computer-assisted tomography (CAT) have become practical techniques for medical diagnostic procedures. Responding to the need of radiologic technicians to acquire this new knowledge, the Department of Radiologic Technology and the Division of Continuing Education established the Institute of Continuing Education in Radiologic Technology (ICERT). Among the courses offered this past year at the Brooklyn Campus were: Quality Assurance, Physical Principles of Computed Tomography, and Cross Sectional Anatomy. Off campus, in Spring semester 1980, Anatomy and Patho-Physiology of Imaging Modalities was offered to X-ray technicians employed at the U.S. Public Health Service Hospital on Staten Island. Developed for next year are a number of new courses such as Data Processing for Radiology, OB/GYN Sonography, and Physical Principles of Sonography.

Meeting the Needs of Adult Students

The needs of adult students were met in a variety of scheduling and service patterns. In 1979-80, Saturday courses were re-established. Fundamentals of Pest Control and Sanitation Management were offered on Saturdays. The Adult Vocational Counseling Center made arrangements for Pest Control students to take the state licensing exams at the Brooklyn Campus. The Counseling Center also ran a test taking workshop attended by Pest Control students and students preparing for the High School Equivalency examination. Plans for next year project a series of lectures and workshops to contribute to special recertification categories for already licensed pest control operators.

Special efforts were also made to resolve problems of diverse student background in technical courses. For example, despite a course announcement specifying previous experience, several students enrolled in a Blood Bank Technology course without the appropriate background. Students whose goal was preparation for the licensing exam complained. We divided the class into basic and advanced sections, hired an additional teacher, and met the needs of both groups. Students expressed their pleasure at the school's flexibility and responsiveness to student feedback.

Diverse student backgrounds also created difficulty in our Nursing Home Administration course. Some students complained that we were too "demanding" for a non-credit course. Since we undertook to prepare students for the New York State Licensing Exam, however, the rigor was required by course objectives.

Our experiences here underline the need for better background information on student work experience and educational preparation in non-credit courses for licensure and certification.

Nursing Home Administration students also expressed their fear of the licensing exam. Our Vocational Counseling Center provided test taking workshops to allay anxiety and sharpen study skills.

Almost all the remedial, technical and vocational tuition courses were open to the public. Two new contract courses, however, were developed at the request of public agencies to meet the educational needs of their employees:

1) A Fall 1979 course in Heating, Ventilation and Air Conditioning for employees of O.T.B. (Off Track Betting).

2) A Spring 1980 course; Theory and Practice: Grandmothers Learning to Teach Mothers, for personnel of The Little Sisters of the Assumption Health Services of New York City

Student Rights

In 1979-80 we received many calls from employers who paid tuition for their workers, asking for grades and records of attendance. In line with College policy which protects the privacy of students, we released information only with written

permission of the students.

Fiscal Reorganization

During 1979-80 procedures were initiated throughout the City University to put into effect a uniform Community College Continuing Education Budgeting and Accounting System.

Cooperating with this initiative, we moved to reorganize our system so that continuing education fees would be collected and deposited in an identified account in CUCF (City University Construction Fund). A budget equal to projected revenues was established. Expenditures against that budget would be made through the City University established fiscal systems for payroll and other expenses.

Thus an Income Fund Reimbursible system for Adult Continuing Education (IFR/ACE) was initiated and will be fully implemented in 1980-81.

Collegial Support

1979-80 registered many gains in enrollment, course development, instructional quality, and service to meet the special needs of adult students. These gains were made possible by the support, creative work and collegial relationship of other divisions and departments of the College.

During the year, requests were made by students in our ICERT Radiologic Technology courses for some credit for these courses which present new developments in this rapidly changing technology. This credit would not be part of the regular degree program, but related to it.

In 1980-81 we look forward to an exploration of credit possibilities for such courses as part of the mission of an urban technical college to meet the changing needs of the 80's.

II. ADULT VOCATIONAL COUNSELING CENTER

The first year of the Adult Vocational Counseling and Guidance Center (AVCC) was funded by a Vocational Education Act grant in order to provide a unified and structured setting to serve at least 400 adults and 60 deaf adults in the Division of Continuing Education. Previously, these supportive services, when offered at all, were provided sporadically and were limited to a few of the grant programs, without the sustained possibility of providing adequate recruitment, counseling, placement and follow-up services.

In 1979-80, the Center has reached 750 students in individual and group counseling, Career Days, Special Programs, and 80 students in the Deaf Program.

The staff consisted of 1 project director/lead counselor, 1 counselor, 1 counselor/placement deaf specialist, 2 graduate students, and 1 part-time secretary.

Because flexibility is a keynote requirement in responding to the vocational educational needs of an adult population, the Center is regularly open from 9:00 a.m. - 7:00 p.m., Monday through Thursday, and 9:00 a.m. - 5:00 p.m. on Friday, and programs have been offered on Saturdays and on weeknights until 11:00 p.m.

As we became involved with a wide variety of non-credit vocational programs, the Center developed two major functions: it met the needs of the individual students, and served an interconnective and synergistic function within the Division, the College, and, to a smaller extent, the community.

It is our experience that the students in our continuing education programs need structured and cohesive assistance with educational and job hunting skills, in order to enable them to take full advantage of the training being offered. The Center has scheduled integrated classes within many grant-supported programs to provide training in such areas as building study skills, dealing with common job problems, and basic job hunting techniques, as well as offering video-taped job

interviewing experience. The Center is working with teachers in some programs so as to incorporate reinforcement of these skills into their daily lesson plans.

Students have responded so well to these services that the Center will plan to offer separate four-week programs in these areas to all students who are interested.

The Division consists of many different vocational programs serving many different needs. The Counseling Center has encouraged fuller cross-utilization of services, by personally cross-registering students. For example, the Center tested and helped register 27 Day Care Cooks Program students into the Reading Academy.

The Center has tried to assess the individual vocational needs of the students in different programs and offer new services selectively. For example, we have initiated on-campus State certification exams, and in-class registration for students in Pest Control Technology, arranged for expert speakers and assertiveness training in the Non-Traditional Programs for Women, and offered career workshops at the Brooklyn House of Detention.

We have also made recommendations for program changes such as group orientation and an initial mathematics concentration within the VEA supported Transit Workers Program and a required Vocational Counseling component in the Non-Traditional Programs for Women.

As a natural development of its services, the Center has established mutually enriching liaisons with many services of the College. The Commerce Learning Center has agreed to give our students critically needed free tutoring at hours they can attend, and has provided free access to typewriters for those who need practice time to increase their typing proficiency. The Admissions Department has conducted admissions seminars for our students and has estimated that at least 50 students have enrolled in the College as a direct result of these seminars. The Special Services Department and the Counseling Department in the degree program of the

College have generously shared resources which have enriched our services greatly. The Placement Office has given us much assistance in program planning. The various Divisions of the College have been extremely cooperative in participating in the Center's Career Days, and in planning a Fall Program on Options for Non-Traditional Programs for Women.

The Center has also touched on Community Outreach, in the area of resource development and found a very eager response. The Center has developed liaisons with many professional organizations, such as the National Association of Executive Housekeepers, the Metropolitan New York College Placement Officers Association, and the American Personnel and Guidance Association.

It has become very apparent that counseling increases the students' ability and effectiveness in handling the transitional points of making and implementing career decisions - starting school, making decisions, gathering information, handling difficulties as they arise, and preparing for employment.

Due to the limited amount of staff, decisions have to be made about how our resources can be best used. We plan to continue to see any individual students who desire individual career counseling, to continue integrated program involvement in those VEA grant-supported programs where it is most necessary, and seek to incorporate as much as possible into the on-going lessons of the programs, to develop further our centralized information resources for all students, to conduct more Career Days and Specialized Services for individual programs, and further our community outreach.

The counselor/job placement specialist for the deaf provided much needed support services for the whole College community. She served the deaf students at various functional levels including the vocational certificate programs, on-the-job training programs, and college degree programs. She had a very successful year, placing 9 full-time persons, 1 part-time permanent person, 3 full-time OJT, and the mainstreaming of 11 students into learning programs. Other more detailed information is presented in the report of the VEA Program for Deaf Adults.

III. VOCATIONAL PROGRAM FOR DEAF ADULTS

History

In 1979-80, the Division's program of vocational training for hearing impaired adults was funded by the New York State Department of Education for a fifth year under the Vocational Education Act. At its inception in 1975 no post-secondary program of this kind existed in New York City. It represented an innovative approach to the post-secondary vocational training of deaf adults. This program remains the only one in New York City specialized for vocational training of the deaf.

Need

The effects of deafness in early life are profound and pervasive. Deafness early in life results in psychological, social, communicative and educational handicaps not easily overcome. Most deaf people, therefore, have a common need for educational methods, materials and services specialized for the deficits imposed by deafness. These special methods and services include total communication using speech, writing, lipreading and sign language; English language remediation, a living and work adjustment curriculum; counseling and assistance in job search in addition to an individualized vocational curriculum.

Goals

The goals of the program were: to provide deaf adults with access to fields of employment previously closed as a result of limited occupational opportunities; to provide an opportunity for deaf adults to acquire or to upgrade vocational skills; to develop more effective educational techniques for the vocational education of deaf adults; to improve the reading and communication skills of deaf adults in order to improve their ability to communicate on the job; to develop know-how and coping skills of deaf adults to prepare for and seek gainful employment through a curricu-

of purpose the deaf bring to this educational opportunity.

There are no comprehensively structured post-secondary vocational training facilities specifically oriented to the deaf in New York City. Mainstreaming is not appropriate for the majority of deaf people. Because there are few resources for vocational training for the deaf population in New York City, this program attracts a very diverse group of students in terms of age, training, experience, ability, and personal and social adjustment.

In the classroom, a deaf student exhibits the same range of learning abilities as does the hearing student. However, most prelingually and prevocationally deaf people have common problems achieving language competence; and in varying degrees they take longer to achieve socialization and knowledge leading to work adjustment. In practical terms, this means that the educational process must be longer and the language of the classroom must be specialized for their comprehension. These are the problems that require "special education" to accomplish vocational goals. Students who have the potential for further educational development are identified in our vocational education training program and are encouraged to continue in college degree programs or in higher level apprenticeship and training programs.

Program Achievements

In 1979-80, with limited funds and staff, the VEA Program for Deaf Adults served 60 deaf students in a flexible, individualized vocational program of Clerical Skills, Electronic Assembly, and Mechanical Drafting. Support Services in the form of English classes based on vocational and job needs, counseling, job development and job placement provided the students with the auxiliary services universally recognized as basic necessities in deaf education. During this, its fifth year, the program was staffed by experienced teachers who had worked with deaf populations from two to twenty-five years. Through its association with the Division of Con-

lum of vocational life-skills and human relations; and to develop employment opportunities for deaf adults and orient employers to the ways in which the deaf can be successfully employed.

Staff

In order to accomplish these goals it was necessary for the Division of Continuing Education to develop a team of professional workers who would be specialized in the education of the deaf, and to work with organizations, agencies and schools serving and working with the deaf. The staff of the VEA Program for Deaf Adults carried out liaison activities, curricula and methods searches, professional development seminars, sign language instruction, and developed a reference library in deafness, all of which contributed to the development of a team of highly competent and dedicated professionals serving both educational and advocacy functions. The New York City Technical College's Departments of Accountancy, Secretarial Science, Electrical Engineering Technology and Mechanical Engineering Technology cooperated in developing and supporting these programs for the deaf with advisory guidance, space and equipment.

The setting for many handicapped people is often a proprietary vocational school or an agency workshop program. By giving the deaf adult the opportunity to study under the same conditions and in the same setting as the hearing adult, that is, in their local community college, the psychological health, self-esteem, and independence of handicapped people is enhanced, leading in turn to economic self-sufficiency and reducing dependence upon the family and the welfare subsidy systems.

Over the past five years more than 200 deaf adults have been served by this program, and New York City Technical College has come to be recognized by the deaf population as the school which gives them access to the college community and the opportunity to be part of the mainstream of education and work. Over the years student attendance and completion rates rose to 78% testifying to the seriousness

tinuing Education and its liaison with educational institutions and service agencies, the deaf students were able to participate in a variety of additional vocational programs outside of this basic VEA Program. The other programs which accepted deaf students with the support services provided by this VEA Deaf Program were the Division of Continuing Education's program in Food Service, and literacy programs; on-the-job training programs through CETA and industry; and special skills training programs offered by business firms.

Over the past five years, adjustments were made in the instructional and counseling components of the program. Individualized programming and individualized instruction were adopted. Guidance and counseling were expanded by providing field placements for counselor interns from New York University's graduate program in Deafness Rehabilitation. Curriculum materials were gathered from around the country, and some curricula were re-written (a recommended procedure for materials for the deaf). The staff has grown in professional competence and in their understanding of the different needs of the variety of students who represent a broad spectrum of the urban population, young and middle aged; black, white, hispanic, and foreign born; employed and unemployed; fast and slow learners, etc.

The accomplishments of the students vary also. Some complete the program with excellent attendance records and move into employment. Some are young and immature; their accomplishment is learning to come to school, to attend to studies, to set goals, to work at learning employable skills. Students at this stage of development may stay a year or two in the program and usually exhibit excellent growth in these areas.

In addition to special techniques and curriculum in the vocational training, testing and evaluation of students is refined by using tests which will yield a functional measure of intelligence and reading levels. Criterion referenced testing and criterion referenced evaluations are performed. Results of these

measures are conveyed to employers who need to know the precise skill level that can be expected from deaf employees they hire. A number of employers who found the new deaf employees suitable and competent took the next deaf applicant more readily and in some cases even asked for more deaf workers.

Job Placement Achievements

This year, 47 students graduated, the largest number yet for one year. With the aid of the Counselor/Placement Specialist most of the students moved into new levels of study or into employment: 4 students were processed for college degree programs, 1 student was enrolled in a technical school credit program, 11 students were mainstreamed into hearing programs using our deaf support services (9 into Food Service, 2 into the Reading Academy), 9 students were placed in full-time, permanent positions; 1 in a part-time permanent position; 3 students were placed in a full-time, OJT program of eighteen months duration, 10 students were placed in summer youth employment; 3 students were helped to enroll with OVR for further training; 4 students were enrolled in the McGraw Hill Clerical Skills Building Program; and 12 applications were placed for future jobs. The Job Placement Specialist accompanied many of the students to their first interviews to acquaint both student and employer with the procedures and expectations of the process of applying for and adjusting to work and to co-workers.

Conclusion

In this fifth year of the VEA Program for Deaf Adults, its impact on education for the deaf in New York City was recognized through two awards. The New York Adult Education Council honored the program with its Winifred Fisher Award for "excellent contribution to adult education". A bronze plaque was presented to New York City Community College "for hearing and heeding the need for realistic vocational education for the deaf". The second recognition came from New York City Board of Education. A certificate of "Partner in Education" was awarded to the

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Project Director of the deaf program, Jeanne Dworkin, "for leadership and support, and for contributions of effort, skill and knowledge to benefit the students of New York City Public Schools".

The future of adult deaf education in New York City depends upon maintaining a potential for the post-secondary vocational education for the deaf, and developing the resources to provide for the educational preparation and placement of deaf enrollees into pre-vocational, vocational and college degree programs supported by special services for the deaf.

IV. NON-TRADITIONAL VOCATIONAL PROGRAMS FOR WOMEN

Funded for the second year under the Vocational Education Act, the purpose of the Non-Traditional Vocational Programs for Women was to recruit, train, and place women in non-traditional vocations. The areas selected this year for training were: Auto Sales; Concrete Bar Detailing; Heating, Ventilation and Air Conditioning; and Machine Shop.

Recruitment and Testing

Program recruitment needs to be very broad based. The student recruitment process included mailing brochures to: day care centers, women's organizations, Parent-Teachers Associations, high schools, college placement and counseling offices, New York State Employment Offices, Welfare Offices, and various other social agencies. In addition, there were newspaper ads, public service announcements, a radio interview, and press releases.

All applicants were tested, using the California Achievement Tests in Reading Comprehension and Mathematics. The minimum requirement for all programs was achievement at the eighth grade, except for Concrete Bar Detailing, which required high school academic mathematics.

Orientation

The orientation session was designed so that each applicant would become familiar with the four training programs of the project. The objective was to enable the students to make a knowledgeable program choice. In addition, the goal was to generate a sense of a total program, instead of four separate training components. The instructors conducted the orientation for their particular areas, stressing the nature of the work, salary ranges, horizontal and vertical job mobility, and the particular course training components and requirements.

Selection

Individual interviews were conducted jointly by the Project Director and

the instructors. Students were assessed by use of test scores, employment and educational history, knowledge of the area of training for which they were applying, and overall demonstrated commitment (such as work schedules, travel and child care arrangements, etc.) to complete the program.

There were over 180 applicants to the program. A total of 84 students were accepted: Auto Sales - 22; Concrete Bar Detailing - 24; Heating, Ventilation and Air Conditioning - 20; and Machine Shop - 18.

Male applicants were assessed by the same process as women and were accepted only as space permitted. In addition to actual job training, women need to develop skills that will enable them to experience positive working relationships with male co-workers. Co-educational training provides the opportunity directly to confront prevailing job-related sex stereotyped attitudes. These attitudes, as well as other pertinent topics, have been also addressed at group conferences.

Support Services

Using group conferences, the program addressed issues such as women's roles in unions, how to exercise and lift properly for physical work, how to prepare for a job interview. Several of these sessions were conducted by experienced women from other agencies, thus expanding the resources of our program.

The group conferences were coordinated with the cooperation of the Division's Adult Vocational Counseling Center. In addition to coordinating various workshops, the counseling center offered individual counseling services to our students.

Training

The Auto Sales class provided 100 hours of instruction in such topics as: prospecting customers; leasing and renting cars; sales schedules and promotions; and the saleable qualities of cars. The class prepared mock sales demonstrations.

The Concrete Bar Detailing class provided 200 hours of instruction toward the development of drafting skills. The objective was to train the students to detail reinforced concrete construction drawings.

In Heating, Ventilation and Air Conditioning the students attended 260 hours of class devoted to: refrigeration theory and shop, ventilation theory and shop, and heating theory and shop. The final class project was the conversion of a closet into a refrigerator.

The Machine Shop class was also conducted for 260 hours. Their sessions were devoted to blueprint reading, shop math, and the set-up and operation of numerous machines, including: the lathe, drill press, grinding and milling machines.

In an effort to make the training more interesting and realistic, the instructors organized field trips and the appearance of guest speakers. The Auto Sales class, for example, visited several dealerships and attended a special Chrysler Company Conference. The Heating, Ventilation, and Air Conditioning class participated in ASHRAE (a professional organization) meetings and met with representatives from the International Union of Operating Engineers.

Student Evaluation

Students received continual evaluation; formally by practical and written examinations; and informally - by meetings with the instructors and the Project Director. A few students evidenced weaknesses in basic math and were tutored by the Mathematics Laboratory of the College's Learning Center. However, the majority of the students did quite well in progressing toward the achievement of designated skills. All who completed, did so successfully.

Attrition

Of the 84 students accepted into the program 28 (or 1/3) successfully completed it. The reasons for attrition are many. We found that women are willing to enter non-traditional vocations based on the primary motivations of: 1) economic need, 2) dissatisfaction with their current occupations, and 3) the desire to realize their fullest potentials by having the opportunity

to train for work that has heretofore been denied to women.

One of the primary motivations for entering the program -- economic need -- was also a major contributing factor for women leaving the program. There was no stipend attached to this training, therefore, there was no economic incentive nor economic support for traveling, child care, and other necessities.

We found that, because of their immediate need for economically rewarding job training, many of the women were reaching for several non-traditional free and stipended training opportunities. For example, many of the women applied for apprenticeship programs. It was not only economic factors which motivated women to seek several avenues of training, but also their desire to create a stronger and broader base of skills acquisition.

Other attrition difficulties were both personal and program related. The personal difficulties were reflections of the disrupted lives of many of the women. One student had a four year old terminally ill son. Many of the women who, had children were the sole supporters of their families. Some married women had husbands who were not supportive of their being in this program.

There were also program factors relating to attrition, some inherent in the training, some not. During the process of training, certain women realized that although this training represented a new and different opportunity, it was unattractive to them. In the Concrete Bar Detailing course, some women found the prospect of working in an office at a drafting table for eight hours a day equally as unattractive as their present clerical and white collar jobs.

In Machine Shop and Heating, Ventilation and Air Conditioning programs, many women were frustrated by their lack of immediate skill development. In addition, working hazards faced by the unskilled worker were alarming to many students.

Completion and Placement

For those who completed the training programs, job and educational placement assistance were offered. The instructors and Project Director met with the students to determine appropriate placements.

Liaison with industry and unions was established by the Project Director. The program received requests from personnel agencies, unions and business to interview our students. The placement outcomes were as follows:

- -Four students performing non-traditional jobs directly related to this training.
- -Four students performing non-traditional jobs indirectly related to this training.
- -Five students acquired skills upgrading resulting in promotions on current jobs.
- -Seven educational placements.
- -Four chose to remain at current jobs.
- -Four, no placement.

Summary

Although the obstacles are many, a substantial number of students completed these programs and attained positive outcomes. While a 33% completion rate is not as high as might be desired, it is significant for many reasons and should be understood in the proper perspective. Nationally, engineering and engineering technology programs report an annual rate of retention of about 50%. Those programs are attended almost exclusively by male students who have had a more thorough educational and social preparation for these fields than do most women. While our program experienced 33% retention, we must keep in mind the almost total lack of educational and social preparation and support afforded to women prior to entering our programs.

Attesting to the supportive quality of our programs is the fact that our greatest number of referrals are by word-of-mouth (from previous students) and that some of our former students wish to return to the program for continued training.

We realize that a program of this nature cannot, alone, reverse previous educational and occupational traditions of sex bias. However, it can provide

the opportunity and support for women to explore expanding avenues of occupational choice. Based upon this kind of training and support system, many women will choose non-traditional occupations, and they will succeed in them.

V. TECHNICAL TRAINING PROGRAMS

Digital Electronics, Machine Tool, and Welding Certificate Programs

The Division of Continuing Education conducted full-time day vocational training certificate programs on a subcontract basis with Private Concerns, Inc. (P.C.I.) during the 1979-80 academic year. Under the arrangement with P.C.I., the College was responsible only for training, and P.C.I. for recruitment, testing, orientation, job development and placement.

Eligibility for the program was restricted to CETA eligible welfare recipients and ex-offenders who were residents of Brooklyn, Recruitment for the programs began in September with a P.C.I. mailing to all the cooperating agencies and organizations on their mailing list.

The recruitment design also called for several Brooklyn welfare offices and the central PWP office of the New York City Division of Social Services to provide a number of candidates for the program. When practically no eligible applicants were generated from these sources, staff from the College and P.C.I. were sent to the PWP office to assist in pulling files and filling out necessary forms.

In spite of these efforts, very few applicants were recruited through these means. As the start-up date approached without any significant pick-up in applications, P.C.I. agreed to allow the College to run ads in the Daily News. The first ad was placed on September 17th, and generated more than 100 responses. Ads were placed almost weekly, thereafter, until our recruitment goals were reached.

Digital Electronics and Welding I started on October 22, 1979 with enrollments of 30 and 15, respectively. Machine Tool was postponed two weeks due to slow recruitment and started on November 5, 1979, with 25 enrollees.

With new instructors in both Digital and Machine Tool it was necessary at first to monitor class progress on an almost daily basis. In spite of ongoing

discussions with the digital electronics teacher, a heavy emphasis on theory emerged early in the digital program without corresponding laboratory reinforcement. This initial unbalance was corrected in time but left many students with gaps in basic electronics theory which had to be addressed in the second and third quarters.

The Machine Tool Program operated according to the curriculum schedule but was plagued almost from the outset with individual attendance problems. This was, possibly in part, a consequence of the comparatively smaller number of applicants for Machine Tool as contrasted with the other two training programs.

Electronic Assembly Program

From May 27, 1980 to July 24, 1980 the Division offered an eight week training program in Electronic Assembly at the Voorhees Campus. The program was sponsored by Private Industry Council (P.I.C.) under CETA Title VII classroom training. Enrollees were disadvantaged adults who received a stipend of $3.10 per hour for a 35 hour week.

The program was developed in response to the specific needs of several companies. A curriculum was developed during April and May 1980. Recruitment and screening were done by P.I.C. staff with final interviews by the Division's staff. The course started with 18 students, 13 of whom completed the program.

Since the goal of the course was job placement, industry involvement was a vital ingredient in the program. Representatives from three firms came to class to discuss their product lines and demonstrate procedures used in their companies. The class visited the Nepcon East Electronics Exhibition at the Coliseum and discussed the latest innovations in the electronics industry with company representatives.

During the last two weeks of the course, the students were interviewed by

representatives from Marine Electric and Supreme Equipment and Systems. Five students were hired by Marine; and six, by Supreme. The remaining two students were referred back to P.I.C., one for an on-the-job training program and the other for further training. Of the eleven students placed, nine were still employed after two months on the job.

As a result of the success of this program, P.I.C. has expressed interest in sponsoring another cycle of electronic assembly training to start in January 1981.

Intensified Food Service Training Program

The Intensified Food Service Training Program was funded for 1978-80 through a grant from the New York State Department of Education under the Vocational Act Amendments. The main purpose and objective of this project, in its fifth year of operation, is to train unemployed disadvantaged adults in the field of food service so that they can successfully enter the job market.

The program has had several modifications since its inception. Originally the program was established exclusively in the Brooklyn House of Detention, training detainees in the skills of culinary arts and food management. Today the project is entirely community based and primarily serves minority disadvantaged adults.

The training program was conducted in the Namm Hall Cafeteria. One hundred and fifty hours of instruction was provided in baking, cooking, overview, food controls and food sanitation. A unique aspect of the program was the internship practicum of "hands on" experience.

Project achievements include:

1. Ninety-two graduates received a food service program certificate and a food protection training certificate from the Department of Health.

2. Fifty-eight percent of all graduates have been placed in positions or are continuing their education. Students were placed with organizations such as Office Canteens, Service Systems, Inhilco, Automatique, New Palace Motel, Berkshire Place Motel and Medgar Evers College. Positions include: chef, cook, steward, receiving clerk, counter personnel, baker's assistant and assistant manager. Graduates have also been accepted into programs at New York City Technical College, LaGuardia Community College, and Brooklyn College.

3. The recognition of the program from business and industry. Representatives from Friendly Ice Cream, Chock Full O'Nuts, Horn & Hardart, Automatique, Local No. 377 of the United Service Employees Union, AFL-CIO, Local 6 of the Motel Restaurant Club Employees and Bartenders Union, and New York State Department of Labor participated in our guest speaker program and provided assistance and support throughout the year. For example, Chock Full O'Nuts provided hats, gratis, for program participatants. Friendly Ice Cream provided interview forms and curriculum data which was integrated into the appropriate subject matter.

4. Articulation and coordination with other programs, agencies, and institutions. Students were referred primarily from the New York State Department of Employment, WEP, WREP, Department of Corrections, YMCA, United Neighborhood Houses, Chinese Planning Council, Veterans Outreach Center and various public assistance centers throughout New York City. The collaboration with the New York Association for New Americans, an agency which is responsible for absorbing Russian immigrants into American society, has been a recently developed relationship. Working with the Division's VEA funded Program for Deaf Adults has been particularly gratifying. The fact that several deaf adult students have been able to graduate the Food Service Training Program and find employment has been a tremendous source of inspiration to other handicapped people.

The enthusiasm, commitment and strength of the staff and faculty was high. Meetings were held, problems raised, and issues discussed. The staff also spent considerable time in curriculum development, trying to make the material presented to students as up to date as possible.

VI. TECHNICAL UPGRADING PROGRAMS

Electrical and Electronics Training for Transit Workers

The New York City Transit Authority, for a decade, primarily through the auspices of the New York City Board of Education had provided vocational technical training programs for their employees. Since 1975, the Transit Authority (TA) and the Board of Education have suffered critical budget cuts. In particular, the TA's funds for vocational technical training were severely reduced. The majority of training programs now being conducted by the TA are in the field of management where the costs are relatively lower than they are for technical programs which necessarily involve equipment and supplies.

During this period, the new equipment being purchased by the TA to replace obsolete units has become increasingly sophisticated in terms of electrical and electronics technology. Besides busses and subway cars, there are also communication systems, signals, and escalators that require maintenance and repair.

Training is one of the responsibilities of the TA's Office of Organizational Development. In early 1979, the Director of Organizational Development requested the TA's operating managers to identify current vocational training needs in the areas of electrical and electronics technology. The three departments whose operating managers were polled were Surface Transit, Car Maintenance and Maintenance of Way. These departments have a total of 5,317 employees whose work requires skills in electrical and electronics technology. It was estimated that at least 5%, or over 200 people, were likely to apply for the limited number of student places that could be provided in a one-year lecture/laboratory evening program.

The technical training program, developed in consultation with the College's Department of Electrical Engineering Technology, was two specially designed non-credit evening courses, each consisting of a 240 hour curriculum, one in Basic Electricity: Theory and Applications, and the other, Electronics: Basic and Advanced. Each course was to meet for two semesters and contain lecture and

laboratory work.

The program started in early October, each course meeting twice a week for thirty weeks. Each evening session was four hours, ordinarily with two hours devoted to lecture, followed by two hours devoted to laboratory.

The enrollment goal for each course was thirty students, in order to allow for expected attrition. Recruitment was the responsibility of the TA. Students applied directly to their supervisors after reading the announcements that had been prepared and posted by the TA. Student selection was based on the expected usefulness of the training program to the work currently being performed, past job performance, and equitable distribution among the various departments and facilities. The TA notified the students with respect to their selection and where to appear for the first class. On the first night of class, some students did not attend. They were contacted and alternates were selected if the originally selected students said they would not be able to attend classes. By the third week, the class size in each course had stabilized at about 26.

In the Basic Electricity course, three-quarters of the men were between the ages of 36 and 50. Almost 75% had completed high school. One-third of the students had an academic diploma, one-fifth possessed a general diploma, 17% had earned a vocational diploma, and 9% had the GED. Of all students enrolled, 25% had had some college but only one person had completed 4 years of college.

When queried to the type of work they did, they reported car maintenance, electrical maintenance, and power distribution.

In the Electronics course, 90% of the men were in the age range 26-50. Eighty percent (80%) had completed high school, mostly receiving academic or general diplomas. Only 20% had had some college, and none reported obtaining a degree.

When queried as to the type of work they did, almost two-thirds reported electrical/mechanical, 20% were car inspectors, and the rest were involved with

chassis maintenance or power distribution, or were foreman.

In both courses (i.e., Electricity and Electronics), it was first necessary to obtain some idea of the students' mathematical abilities. Accordingly, the basic placement test used by the College's Mathematics Department was administered.

The students willingly acknowledged a lack of proficiency in these skills. At the outset, a considerable portion of each lecture had to be devoted to review using the drill sheets prepared by the College's Developmental Math Department. As the course proceeded, less and less time was required for review and the pace of the course could be accelerated.

The students had to be able to manipulate numbers, both large and small, using powers of ten and all the commonly used prefixes such as kilo, milli, micro, mega, etc. They also had to be able to comprehend electrical formulas, manipulate simple equations, make numerical substitutions and come up with the correct solutions to problems using a pocket calculator.

Additionally, when studying alternating current, students had to be proficient in the solution of the right triangle using the Pythagorean Theorem and the trigonometric functions - sine, cosine and tangent. Here the pocket calculator was indispensable.

Towards the end of the Electricity course, some time was available for more advanced work to stimulate the students' interests. They were required to perform several experiments in the Machinery Laboratory where they encountered the type of D.C. Motors used for traction in the subway cars of the M.T.A.

It was also possible to provide about twelve hours of practical experience with minicomputers, the TRS-80. The students were able to write several programs in BASIC and use the computer to solve complex problems in Electrical Circuits such as series and parallel resonance, etc.

In both courses, absenteeism for any specific week was higher than is ordinarily the case for evening classes. Students who are transit maintenance

workers must respond to work emergencies more often than the average evening student. It would have been unfair to proceed with the course material at a rate faster than the general average rate caused by the transit workers' job demands. All of the students at one time or another were placed in a job/education conflict to which they had to respond. Through the skillful planning of the instructors, students realized that their response to job demands did not place them in a hopeless catch-up situation. In spite of the necessity to repeat material, which incidentally provided reinforcement for those students who had not been absent, essentially all the curriculum was completed.

Response from the students indicated that their enthusiasm for the courses has generated sufficient interest by their co-workers who requested information on how they might apply for and take these courses the next time they are offered. A number of students mentioned that the courses could be made more pertinent by bringing into the classroom the actual electronic and electrical equipment used by the transit system.

It is evident that the students who successfully completed the training program invested an extensive amount of time and effort in order to upgrade their technical skills. Enrollment in the program was altogether voluntary. Many expressed the need for additional motivation such as promotional opportunities, advancement in rank, reduction in work load, etc. Naturally, the limitations of strict seniority rules imposed by union and civil service regulations would have to be taken into account.

In this year's program, the Division of Continuing Education has practically responded to the specific vocational training needs of the Transit Authority by providing a technical upgrading program which demonstrates the collaboration possible between a technical college and a public agency.

Modern Digital Electronics and Microprocessor Instrumentation for Biomedical Equipment Technicians

For the second consecutive year, the Division of Continuing Education, in cooperation with the Department of Electrical Engineering Technology, conducted a Biomedical Equipment Technician Training Program primarily stressing microprocessor instrumentation. Funded by the New York State Education Department, under the Vocational Education Amendments legislation, the two-semester, part-time, non-credit evening 120-hour program provided knowledge and experience in the theory, use, maintenance and repair of the digital electronics and microprocessor instrumentation increasingly being utilized in hospital and medical apparatus and equipment. Students attended one four hour class each week for a total of thirty weeks.

The vocational training program was directed towards the technical upgrading of Biomedical Equipment Technicians (BMET's) already employed in hospitals and medical centers. The long-range goal was the improvement of the technical capability of BMET's in the maintenance and repair of biomedical equipment and instrumentation systems.

In October 1979, 39 students were enrolled as a result of recruitment by the mailing of applications and announcements to hospitals in the New York metropolitan area. Students were employed at the following representative institutions: LaGuardia Hospital, Jacobi Hospital, Roosevelt Hospital, Brookdale Hospital and Medical Center, Memorial Sloan-Kettering, Mount Sinai Medical Center and New York Hospital. All students had a minimum of an associate degree in electrical/electronics technology, or the equivalent in experience and training. By the start of the second semester in February 1980, 27 students were still enrolled; some had withdrawn due to illness, change of job responsibilities, and change in employment. Eighteen students completed the entire 120-hour program, receiving certificates in June from the Division of Continuing Education.

Briefly, the first semester was devoted to the following: Number systems

and codes in relationship to electronic logic systems were discussed. Fundamental logic functions were considered and their electronic counterparts were built during laboratory sessions utilizing digital training kits. Simple "control systems" were analyzed to demonstrate that these fundamental logic functions are building blocks leading to the understanding of more complex systems. The digital computer and programming techniques were discussed as an alternate approach to the control of instrumentation systems. A comparison of digital computer usages ranging from large scale down to microcomputer applications was made. Completing the sequence of topics was the study of flowcharts, computer languages and programs (collectively known as software). Applications of these techniques were carried out on a small general purpose computer, utilizing a language known as BASIC.

The timing emphasis placed on these topics, of necessity, depended upon the background of the students in the program. The earlier portion of the first semester to some extent served as a review of digital electronics, allowing the bulk of the course to be concentrated on computers. This philosophy is in keeping with the fact that most AAS degree programs in electrical technology and military and industrial training programs have included digital electronic courses for many years. It is also in keeping with the fact that New York City Technical College has included digital electronics coursework for BMET's in prior grant training programs, supported by VEA funds, in 1974-75, and 1975-76.

In the second semester, the characteristics and applications of microprocessors were emphasized. Their unique blend of hardware and software techniques was stressed by utilizing a training device based around the Intel 8085A microprocessor. Assembly language programming, troubleshooting, and medical instrumentation applications were studied. Since the complexity of a microprocessor based system is orders of magnitude greater than the logic systems studied during the first semester, the techniques and equipment utilized for

troubleshooting differ dramatically. Specialized equipment for this purpose was demonstrated during the laboratory sessions.

Students completed course evaluation forms at the end of the program in June. The instructors and program content were rated as excellent. However, many expressed a desire to devote more time to instruction on actual equipment situated in hospitals, and to acquiring more experience in microprocessor troubleshooting. One student stated that what he most valued in this program was its "hands-on emphasis" and another wrote: "This course is one step to the future". The only dissatisfaction mentioned was that after this program there was no more advanced course offered for BMET's wishing to study at a more advanced level.

In conclusion, it is apparent that this program satisfactorily responded to an educational need of BMET's in the New York metropolitan area.

Day Care Center Cooks Training Program (Child & Senior Citizen)

The Day Care (Child & Senior Citizen) Center Cooks Training Program of the Division of Continuing Education was funded under the Vocational Education Act (1968 Amendments) for the fiscal year July 1 through June 30th.

The objectives of this program are:

a) To train one hundred (100) entry level personnel hired as cooks in day care (child and senior citizen) centers to acquire the knowledge and skills necessary to perform adequately as cooks.

b) To provide the trainees with the most current information about cooking procedures, food needs, menu planning, sanitation and safety.

c) To provide knowledge concerning the relationship of nutrition to health of children and the aging; the relationship of foods to one's own cultural enrichment and that of others; the esthetics of food preparation; the relationship of food to the other programs of the day care centers.

d) To provide adult counseling, to improve self-image, to provide educational information and counseling for students interested in ABE and GED programs.

Recruitment of Students

Until the New York City budget crisis of 1975, there was a rapid expansion of day care centers, both for children and senior citizens. People were hired from the community and from special constituencies as entry level cooks and assistant cooks. Although these persons have the commitment and desire to serve, they do not have the necessary level of skill and experience to provide the proper nutritional basis for the day care program. The formal education of these cooks ranges from fourth grade to high school. Consequently, large numbers of them do not have the math skills necessary to do quantity cooking or the ability to do inventories and to keep records.

In other years, the city agencies which administer these day care centers would themselves have provided for the training. However, under the current budgetary crisis, training monies are no longer available. They have turned to the College for assistance.

The New York City Agency for Child Development and the New York City Bureau of Purchased Services for Senior Centers, assisted the College with the recruitment process. The Agency for Child Development recruited 50 cooks and the New York City Bureau of Purchased Services for Senior Centers recruited only 5 for the first cycle in October 1979.

For the second cycle which began February 26th and 28th respectively, the Agency for Child Development recruited 61 cooks. The Bureau of Purchased Services was not involved due to some internal difference of opinion regarding the program.

Curriculum and Course Content

The curriculum of this project was concerned initially with the cook's role, duties, responsibilities and attitude in the Day Care (Child and Senior Citizen) Denter and the relationship of the cooks to the health and education of the child and older adult. Other sessions dealt with material on the following topics: Library research assignment dealing with cultural food habits; key nutrients; food

needs of an entire family; menu planning; sanitation for safety; preparation of meats; preparation of breads and cereals; how to cook in quantity; purchasing; record keeping and inventory; buying guide for fruits, vegetables, herbs and nuts.

Evaluation of Program

The project was continually evaluated by the students, the lead teacher, the Project Director, the cooperating agency, and the center directors. A questionnaire was devised for the students' evaluation.

As part of the total program, the instructor met with the directors of the day care centers (both child and senior citizens) whose cooks were a part of the training program. These meetings took place during each of the cycles. The purpose of these sessions was to inform the directors of the knowledge and new skills their cooks were acquiring and to get their commitment to allow the cooks to implement fully what they had learned in the classroom and laboratory.

The training program for cooks in Day Care Senior Centers was successful. In the Fall cycle there were 30 students enrolled in the Tuesday class, 25 of whom received their certificates and graduated. There were 20 students enrolled in the Thursday class, 16 of whom received certificates and graduated.

In the Spring cycle, 61 cooks were recruited by the Agency for Child Development. Twenty-six were enrolled in the Tuesday class and 34 were enrolled in the Thursday class. Fifty-one students received certificates and graduated.

Directors' Workshops

The cooks training program also provided two nutrition workshops for the center directors where our students worked. During these workshops we discussed the many problems the cooks were encountering in trying to deliver nutritious, palatable and economical meals. The directors were also given a review on menu planning and a guide to good eating.

The teachers stressed the need for a team approach to good day care, a team on which the cook makes an important contribution - a team that appreciates the contribution of the teachers, cooks and directors alike.

The directors brought to our attention the need to encourage the cooks to save the book recipes - handouts, etc., received during the Day Care Cooks Training Program. Both teachers recommended that it be mandatory for the Director to agree to attend the Directors Meeting in order to enroll their cooks in the course. They would be aware of what is being taught and so have input. It would be easier for the cooks to put into practice what they have learned.

In previous years a great need was felt for an adult counseling component. This year the Division's Adult Vocational Counseling Center worked with the students in the Day Care Cooks Program. There were weekly group counseling sessions on such topics as: developing self awareness; appraisal of interest and talents; skill identification; and transferrability of skills and organizational relationships.

There were also individual counseling sessions. This counseling support was well received by the students. Both teachers also indicated appreciation for the positive effect of the counseling and recommended that it be included in any future plans for Day Care Cooks Training Programs. They felt it helped the cooks to develop a positive attitude about themselves and their profession.

VII. SYMPOSIA

Dilemmas and Decisions of Prenatal Diagnosis

On April 26, 1980, the Division of Continuing Education held a symposium on the Dilemmas and Decisions of Prenatal Diagnosis. The purpose of the symposium was to create a forum where scientists and non-professionals could explore the socio-cultural, political and ethical dimensions of amniocentesis and other prenatal diagnostic techniques. The symposium was made possible through a private grant of funds. It was coordinated by Dr. Robert Ulin, whose academic training is in cultural anthropology.

The impressive group of speakers for the symposium included Dr. Ruth Hubbard of Harvard University, Dr. Robert F. Murray, Jr., of Howard University College of Medicine, Dr. Jessica Davis of Cornell University College of Medicine and Dr. Judith Treistman. The speakers represented a wide range of scientific disciplines and points of view.

The keynote address was delivered by Dr. Hubbard who argued that prenatal diagnosis is a technical and social procedure that is permeated with many problems - not to be eclipsed by a veil of certainty. Dr. Hubbard concluded that amniocentesis has tended to focus our attention on human biology and, therefore, has neglected many pressing environmental, political and social conditions that have profound effects on the quality of our health.

Dr. Murray presented a lecture and slides that introduced the non-professionals in the audience to the technical features of the amniocentesis procedure. In addition, Dr. Murray discussed the risks and cost-benefit factors of prenatal diagnosis. He emphasized the positive benefits that amniocentesis has brought and will bring to the black community served by Howard University College of Medicine.

Dr. Judith Treistman, speaking as a trained anthropologist and midwife, discussed the socio-cultural aspects of prenatal diagnosis. She outlined the social

history of eugenics in America as a warning to those who may have ideas about using amniocentesis as a form of genetic and social engineering. She added that in archaic civilizations and contemporary primitive societies categories of persons who we would classify as unfit have lead perfectly productive lives and in some cases have been celebrated members of their society.

Dr. Davis's lecture initiated the afternoon session. She spoke about the potential benefits of amniocentesis and discussed the general availability of genetic counseling in the New York City area. Dr. Davis was careful to mention that there are limitations to what genetic disorders amniocentesis can detect. She also believes that children who have Down's Syndrome can grow up to lead productive and relatively normal lives. Dr. Davis emphasized that knowledge is power and that in making a decision it is important for the parents involved to be informed.

Although the quality of talks given by the speakers was uniformly excellent, the highlight of the symposium was the interchange in the afternoon between the speakers and audience. A parent of a Down's Syndrome child pleaded for public support and acceptance of genetically deformed children while a woman who was scheduled for amniocentesis recounted the pressure that had been placed on her by hospital staff when she called solely to acquire information. Many people in the audience claimed that the prestige of the medical profession is often a factor in swaying a patient's decision in favor of the procedure. Some individuals argued that environmental counseling was far more important than genetic counseling in evaluating the potential hazards to mother and fetus. The afternoon session made clear the conflicting viewpoints and categories of analysis that inform the clinical and socio-cultural perspectives. By the end of the afternoon, everyone left tired but satisfied that many new issues had been raised and old problems had been restated in new and informative ways.

Amplification for the Elderly

Continuing what by now has become an annual occasion looked forward to by the hearing health care community, the Division in cooperation with the Hearing Aid Journal conducted the Seventh Annual Symposium on Sunday, May 4, 1980 at the Loews Summit Hotel in New York City.

The Symposium's theme represents a confluence of two long-standing educational interests of the Division, providing continuing professional education to hearing aid specialists concerning current technical developments in hearing aid dispensing, and the concern for the well being of older adults, particularly with respect to responding to their educational needs.

In his opening remarks, Dr. Ernest Zelnick, Symposium Chairperson, outlined the following specific topics: 1) Acceptance of the hearing aid by the older adult; psychological problems such as motivation; 2) Functional capability of the older adult such as ability to operate the controls and insert the battery; 3) Earmold modifications for the older adult caused by prolapsed canals, resonance effects of clients' own voice, and earmold insertion; and 4) All-in-the-ear hearing aids.

Among the distinguished speakers in the morning were Edmond Klausner, M.D., Attending Psychiatrist at the Jewish Home and Hospital for the Aged (New York City) who spoke on The Psychology of Communication Disorders in the Elderly, and John K. Duffy, Ph.D., Acting Director, Division of Audiology and Speech Pathology Department of Speech, Brooklyn College who spoke on Improving Speech Perception in the Elderly.

The remainder of the morning session was devoted to a discussion of New Medicaid and Federal Legislation, and Proposed Licensing Legislation for Hearing Aid Dispensers.

The afternoon session consisted of a Workshop on Earmolds.

VIII. ADULT LITERACY AND LEARNING PROGRAMS

Adult Reading Academy

The 1979-80 program year of the Division's Adult Reading Academy, its fourth and final year of Right-to-Read funding, was characterized by movement toward outreach and coordination activities. A number of new working relationships were formed with other programs and departments of the College, with other programs serving illiterate adults, and with the larger community. Beyond fulfilling day-to-day program responsibilities, staff members explored other effective ways to help meet the literacy needs of adults. Milestones for the year include:

- -The development of a curriculum for the Reading Academy and the Division of Continuing Education's Adult Learning Center. This curriculum has been distributed to agencies requesting information about the programs.

- -The publication of a newsletter, Literacy & Learning, which contains both information about the programs and discussions of ideas, issues, and techniques in adult literacy and basic education.

- -Preparation of a program summary as an initial step toward eventual application for validation by the Joint Dissemination Review Board.*

- -Publications by Bonne August, Project Director, and Greg Donaldson, Educational Coordinator.

- -The first City-Wide Conference on Adult Basic Education, sponsored by the New York City Consortium on Adult Basic Education and co-chaired by Project Director Bonne August, was held on March 29,1980 at Fordham University Lincoln Center Campus. Over 250 people, primarily teachers of ABE or ESL, attended. Greg Donaldson gave a very well-received workshop on Teaching Styles.

- -In July, the staff received word of funding under the Basic Skills Improvement Program. This four-year grant will provide not only for continuation of services to students but for curriculum and materials development and other dissemination activities.

*The summary was prepared by International Business Services, Inc. at the request of Right to Read/Basic Skills.

The classes, the Academy's main activity, continued to operate smoothly despite a move to new quarters on campus. The program served 295 students in 1979-80, with a retention rate of 71%.** Students increased their reading levels an average of 1.22 grades per 80 hours of instruction. The major problem faced in offering classes continued to be the long and ever-growing waiting list. With the new funding under Basic Skills and with the Adult Learning Center's expansion into a Comprehensive Center under the State Education Department, perhaps the wait for space in class can be lessened.

As we move into the Basic Skills arena, we are confirmed in the essence of our emphasis: that literacy instruction for adult students must be broadly based and grounded in as many areas of the adult's life as possible and that this literacy ideally is developed through the interchange of group instruction centered around the issues involved in the students' lives as reflected in their own writing and in literature and other real life materials. In the future, we plan to strengthen and coordinate our teaching of "life skills", to continue and expand the outreach activities we have begun, and to develop more formalized relationships with other agencies. We also see clearly that we must work to increase the publicity adult literacy receives.

Over the last four years, through our program, 1,200 adults have truly had the opportunity to exercise their right to read. We are proud of their achievement.

Adult Learning Center

Consisting of Basic Education and High School Equivalency components, the Adult Learning Center began its fifth year of operation on July 1, 1979. The Basic Education component was funded by the New York State Education Department,

**71% of students who began classes completed an 80-hour unit of instruction or were still in attendance at the end of classes.

Division of Continuing Education, through the Adult Education Act, while high school equivalency classes were offered in cooperation with the New York City Board of Education.

During 1979-80, the Learning Center attracted many more potential students than could be served. Our waiting list has become enormous, particularly for our evening classes, and this list is perhaps our greatest problem.

The program served 485 students during 1979-80. Day classes met 10 hours per week, and the evening session classes met weekly for 6 hours. Students reading below the eighth grade level at intake were placed in Basic Education classes, while those reading above 8.0 were placed in a high school equivalency section.

The GED component offered six 150-hour classes during the year. By a combination of predictive and diagnostic testing, and individual and group instruction, students were prepared in the five academic areas essential to passing the equivalency examination. Seventy-six students earned their equivalency diplomas through the program.

Curriculum development was a major activity in 1979-80. The staff of the Learning Center worked closely with staff from the Division's Reading Academy to produce a Basic Education curriculum that was used by teaching staff as well as distributed to other programs and agencies. The two programs also published a newsletter, Literacy & Learning, which was distributed to over 200 programs, individuals, and organizations.

In our Basic Education Component, we continued to give considerable attention to functional and task oriented aspects of literacy, but did not regard reading as merely a sequence or complex of discrete skills. Our teachers are urged to pay particular attention to the development of a positive attitude toward reading and to its practical importance in the students' lives. Outside

reading is assigned and encouraged. Writing and related skills are taught as an integral part of literacy instruction. Plays and poetry are read aloud. Students discuss their reading with the teacher and each other. They are encouraged to respond to, and question, the concepts and experiences they read about.

The Learning Center looks forward to 1980-81 with optimism. Funded by the New York State Education Department as a comprehensive Center, the program will be vastly expanded. As well as offering more Basic Education classes, we will be offering an English as a Second Language Component and increased support services to our students. We will continue to publish our newsletter, to refine our curriculum, and to expand our outreach activities.

Brooklyn House of Detention Education Program

The Division has completed the eighth year of its educational program at the Brooklyn House of Detention. This is the second year that the New York City Department of Correction has awarded a grant directly to the Division, and the second year that funding was received from the Correctional Education Consortium.

In the 1979-80 school year, instruction was offered to detainees and sentenced men in Basic Education, High School Equivalency Preparation in English and Spanish, and English as a Second Language. In July of this year the Division offered a College Preparatory Class to detainees for the first time.

A total of 300 students received instruction which utilized individual and group methods. Certificates were awarded to 100 students completing between 30 and 200 hours of class. The majority of students received instruction in the sixth floor housing area dayrooms which are ordinarily used for recreation by the men. Concentrating students on one floor creates a positive educational environment, permits an exchange of ideas, and enables students to assist one another with their studies.

The program also offers instruction to men on medication who are isolated from the general population and unable to join classes on the school floor. A small group of sentenced men, who provide for maintenance at the jail, also receive instruction separately from the other detainees.

Classes in basic education through high school equivalency preparation had been offered at the Kings County Hospital prison ward to men undergoing psychiatric evaluation to determine their competency to stand trial. The program at Kings County was terminated in June of 1979 because the enrollment period of students was too short to improve reading levels.

At least 80% of the students in our classes at the Brooklyn House are sentenced to upstate institutions. Those who are released to the street are guaranteed placement in the Division's Adult Learning Center where they can continue their education through High School. A full-time counselor is also available to provide educational, vocational and personal counseling. For those who are sentenced, efforts are made to influence placement in appropriate upstate institutions which offer a variety of educational programs through the college level.

IX. OLDER ADULT PROGRAMS

Institute of Study for Older Adults (ISOA)

The Institute of Study for Older Adults Liberal Arts Program, during the 1979-80 academic year, provided 147 courses to 4,143 disadvantaged elderly residents of New York City. The courses, modelled on an undergraduate liberal arts curriculum but adapted to the particular learning needs and interests of older students, are conducted at neighborhood sites throughout the city -- at senior centers, libraries, residences for the aged, nursing homes, and geriatric outpatient clinics.

Fiscal support is provided by the New York City Department for the Aging, under Titles IIIB and X of the Older Americans Act, the New York city Department of Employment through the New York Foundation for Senior Citizens, Consolidated Edison, Independence Savings Bank, and a number of the agencies serving as course sites. The operation of the program involves the cooperation of coordinators at the Divisions of Continuing Education of LaGuardia, the Bronx and Borough of Manhattan Community Colleges, social agency staff, Institute of Study for Older Adults faculty and students in planning and conducting the classes.

Although course content and objectives vary considerably from site to site, all courses offered by the ISOA have three consistent elements: 1) Clearly defined educational objectives appropriate to higher education in the traditional disciplines of the liberal arts; 2) A theme which enhances or compliments, and never duplicates or competes with, the programs of the host agency; 3) Involvement of older students in the selection and design of their learning experiences.

The objectives of the program are:

1. To provide opportunities for older adults to identify and express their educational as well as social needs, through on-site meetings of ISOA staff and prospective students. Funding cuts in previous years has severely limited the staff time available to conduct these meetings. However, in 1979-80, due to the availability of two full-time CETA workers and a graduate social work student, 35 course selection meetings were held at 21 sites in Brooklyn, Queens

and Manhattan. For the 1980-81 academic year, ISOA will seek to double the number of these meetings.

2. To enhance the self confidence and self-esteem of elderly students through both intellectual inquiry and social interaction within the context of the learning process.

3. To provide supportive settings which encourage older adults to test new roles and skills. This year older students in Brooklyn, Queens and the Bronx participated in courses in Leadership Training and Legal Rights of Older Adults.

4. To continue to advocate the acceptance by professionals, in the fields of education and gerontology, of the potential for growth of older adults as students and of the concept of learning as a lifelong process not limited by age 65.

During the past year, ISOA staff participated at several public forums to speak on issues related to education for older adults, and provided information and access to ISOA classes for representatives of a number of institutions. Staff members spoke on various aspects of the program before groups of graduate students, social agency and higher education administrators, senior center staff, and gerontologists. Dr. Peter Oppenheimer, Coordinator of Adult Programs, Dr. Sylvia Seidman, former Project Director, and Nancy Pierce, current Project Director, presented a poster session on "Educational Needs of Older Adults Based on Self Selection of Courses of Study", an analysis of patterns of ISOA course taking, at the Annual Meeting of the Gerontological Society in Washington, D.C. Dr. Oppenheimer was a panelist at JASA's city-based Mini-White House Conference in May, speaking on the critical importance of education for older people. Maria Burgio, Research Director, spoke on the preliminary results of her study on the reported effects of course-taking on older students at meetings at Hampshire College in Amherst, Massachusetts, and SUNY at Stony Brook.

Staff from institutes of gerontology, and from higher and continuing education institutions in Wisconsin, Michigan, New York State, Massachusetts, Denmark and Germany, visited the College and classes on-site during the year.

A conference on "Teaching Older Adults: Meeting the Needs of a New Generation

of Learners" co-sponsored with the CASE Center for Gerontological Studies of the CUNY Graduate Center, and supported by a grant from the New York City Department for the Aging, attracted approximately 200 teachers, administrators and staff of social welfare, educational, and health care institutions, and older students.

Dr. Carl Eisdorfer, the keynote speaker, delivered a provocative address, which was followed by an extensive and lively discussion. Dr. Eisdorfer referred to a great teacher as a great learner, gaining from experience in working with older adults, and he emphasized the importance of peers in the education of older adults. Education is essential in avoiding cognitive decline. A different approach from that appropriate to a twenty-two year old student is required in teaching the older learner, who is generally more motivated.

An estimated 2,000 or more items of information (brochures, program abstracts, course listings, annual reports and papers) were sent out this year in response to requests from all over the United States.

During 1979-80, a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) and a grant from Consolidated Edison, as well as the assignment of two full-time teacher/administrators to the ISOA by the New York Foundation for Senior Citizens permitted program activities in new directions.

Evaluation of the impact of course-taking on older students and examination of the rationale for the traditional liberal arts disciplines as content for educational activities for undereducated older people were the focus of a study conducted by Maria Burgio, Project Director for the FIPSE National Project IV Evaluation Program. Data on the effect of course-taking on older students will be available in early 1981.

Defining the rationale for the importance of liberal arts education for elderly learners has been a difficult process, not yet completed. Over the year, administrators, faculty and students discussed it in a variety of contexts and an initial consensus was developed. Briefly, we now believe that the study of traditional academic disciplines leads students (of all ages) to fuller participation and comprehension of life events as part of a larger pattern of human experience and history. In younger students, liberal education is the vehicle for developing understanding which prepares

them for a life still to be lived; for older students, the same curriculum stimulates a process of re-evaluation of a life much of which has already passed. Thus, education for older people, when viewed as enhancing the ongoing developmental processes of late maturity and preparation for death, has value and purpose beyond the importance of providing intellectual stimulation, social interaction, and the particular knowledge and skills acquired.

A generous grant of $5,000 from Con Edison to our Adopt-A-Center Program permitted enriched programs (4 courses yearly) in five particularly needy centers -- Grant Coalition and Corsi in Manhattan, William Hodson in the Bronx, William Reid in Brooklyn, and Archer Avenue in Queens. Freed from the normal restrictions of 2 courses yearly, some groups chose to learn basic survival skills (English as a Second Language and Legal Rights of the Older Adults, at Grand Coalition) or sequential learning patterns (Music in Brooklyn, Ethnic History in the Bronx, and Spanish in Queens). The original grant has been continued for the 1980-81 academic year, during which ISOA staff will seek further corporate support for enriched programming.

Midway during the 1979-80 academic year, two staff workers, employed by the New York Foundation for Senior Citizens under a CETA grant from the New York City Department of Employment, were assigned to the ISOA to function as teachers and administrators. Their particular strengths enabled the project to explore new directions in programming. Aurelio Vasquez organized and conducted English, Spanish, and Psychology classes in Brooklyn, Queens and Manhattan. This expanded the capacity of the ISOA to serve the needs of Hispanic elderly wanting to learn English and of black elderly wanting to learn Spanish, and increased the staff's general awareness of the language deficits of poor older people throughout the city.

During 1980-81, a grant from the New York State Education Department, Division of Continuing Education, under Section 310 of the Adult Education Act will support further investigation of the needs of the elderly poor for language learning and assistance in the development of recommendations for involving this group in Adult Basic Education and English as a Second Language Programs throughout

New York State. Virginia Hansome worked closely with a cluster of centers in Bedford-Stuyvesant, Crown Heights and East New York, planning programs and teaching courses designed to meet the particular learning needs of the members of those centers. The ISOA's cooperative ties with those social agencies serving the most needy of the elderly poor in Brooklyn have been strengthened and enhanced by her work.

Thus 1979-80 has been a year of progress toward the continuing objectives of the ISOA combined with some new foci of attention. The outreach model for program delivery, which has remained the same since the inception of the program, has been modified to accommodate new patterns of funding of instruction services. Changes in funding have enabled staff to investigate new program directions as well as more closely to examine the assumptions which underly ongoing activities. For 1980-81, the patterns established this year of continued stable program, dissemination, evaluation, outreach to the functionally illiterate, and intensive programming for Adopt-A-Center sites will continue.

Elderly Homebound Program

The Elderly Homebound Program began its second year of operation on July 1, 1979 with a grant of $50,000 from the State Department of Education under Title I of the Higher Education Act of 1965. This project provides courses in a wide variety of subject areas to elderly shut-ins throughout New York State through the use of peer teachers designated as Learning Companions.

This year, 20 courses were offered to a total of 356 elder students - including 176 homebound students and 180 Learning Companions. Each ten week course met weekly for two hours at convenient community locations such as senior centers, churches, nursing homes and Y's. Ten to fifteen Learning Companions were recruited for each course. Courses were taught by qualified instructors from the Institute of Study for Older Adults and by teachers recommended because of their

sensitivity and skills in working with older adults. Whenever possible, students chose their own courses.

Among courses given were: Psychology of Everyday Living, the American Short Story, Jewish Culture, Birds Around Us, The Influence of Television on our Lives, and Current Social Issues.

Following each class session, the Learning Companion visited at least one shut-in to transmit course content and discussion. Some Learning Companions visited a shut-in they knew -- a neighbor, friend or relative -- while others were linked to shut-ins through community and social agencies.

The cooperation of social agencies was an important component in the program's organization. We recruited elder students from senior citizen centers, church groups, senior citizen housing projects and nursing homes. Many of these agencies served the homebound elderly through Meals on Wheels, telephone reassurance programs and home care programs. They helped link each Learning Companion to a homebound partner if the Learning Companion initially did not know a homebound person with whom they could share the course.

This project is significant in several ways. First, and perhaps most important, the project provides an opportunity for homebound elders, who are isolated and often lonely and cut off from others, to participate in stimulating discussions and social encounters with other older adults. Relieved temporarily from the burden of illness and routine, shut-ins who participated became involved in higher education often for the first time or after long periods of neglect. This project clearly demonstrates both the ability of colleges to cooperate creatively with social agencies in the community and the value of such collaboration in developing effective programs for elders. The homebound project neither duplicates nor assumes the functions of these social agencies but rather enhances their programs by providing an educational component. Finally, the boundaries of the elderly homebound project have extended beyond New York City to include

upstate and suburban areas. Through the cooperation of the State University of New York (S.U.N.Y.) at Buffalo, SUNY Albany and SUNY Farmingdale, 14 of the 20 courses given in 1979-80 were held in locations served by these institutions. Each university appointed a coordinator to organize the project, recruit the students, and handle administrative responsibilities. The central administration, including arrangements for a Project Evaluation Conference, was conducted by the Division of Continuing Education, New York City Technical College.

This project has faced many organizational challenges since it began in 1978. It is not always an easy task to convince older adults that not only can they learn but they can also communicate their newly gained knowledge to someone else - an elderly homebound person. Older adults have needed encouragement and support from their teachers and each other to carry out the goals of this program. Also, the social agencies with whom we have worked so closely often lacked sufficient staff time and the resources required to assist in organizing courses.

In spite of these obstacles, the project has succeeded in expanding the world of homebound older adults and has made it possible for them to take an active role in an educational experience.

Information and Referral

The Information and Referral funding grant, awarded by the New York City Department of Aging under Title IVA from the New York State Office of the Aging, was this year expanded to include our regular courses on Information and Referral plus an Information and Referral Reunion Meeting and a City-Wide Teachers Conference.

Our Information and Referral courses continue to attract an ever-growing group of persons working with older adults. This year five courses were given, one in Spanish. Eighty four persons were registered and seventy two received

certificates of completion.

We noted, this year, an even wider range of students' educational background and levels or work assignments. Class participants included eight MSW's, center Directors, group workers and newly assigned CETA workers. This mix in all classes stimulated productive and challenging class interchange. The 'newly initiated' were concerned with the fundamentals of the curriculum, while those already 'indoctrinated' gained from the up-dated resource material presented and found the overall curriculum served as a refresher tool.

In addition to the courses covering social policy and welfare, behavior characteristics of older adults, techniques of counseling interviewers, advocacy, social action roles, experts in the social security, food stamp, housing and legal fields also made presentations. These persons provided up-dated information on eligibility requirements and helped the students to develop "hot lines" and additional resources. The evaluation forms completed by students and required by Title IVA attested to the value of these courses and our ability to meet the goals of our program.

The Information and Referral Renunion is currently in the planning stage, and a February 1981 date is projected. A program is being planned that will present up-dated information on entitlements and current eligibility requirements. Feedback from students and agencies as to course content and effectiveness will be requested.

TUITION BASED PROGRAMS

	Hours	Number of Students Fall 1979	Spring 1980
Biological Sciences Extension			
Basic Laboratory Techniques	56		13
Blood Bank Technology	18		18
Dental Laboratory Extension			
Fixed Bridgework	48	5	
Porcelain-on-Cast Metal	48	1	
Tooth Anatomy and Carving	48	4	
Driving Instructors Education			
Basic Driving Instructors' Education	30	38	43
Teaching Techniques for Driving Instructors	30	27	14
Environmental Sciences Extension			
Refrigeration Mechanics	90	11	16
Commercial Refrigeration	45		16
Energy Management	16	30	
Co-op Physical Plant	30	10	
Introduction to HVAC Controls	18	15	13
Electric HVAC Controls	16	17	18
Solar Heating Design	16	21	
Professional Apartment House Manager I	16		34
Seminar: Fine Tuning Vacuum Steam Heating Sys.	4		137
Fire Safety Director Course	16	18	8
Health Service Programs			
Pharmacology	24	17	21
Intensive Coronary Care	45		16
Nursing Home Admistration	100	18	
Hearing Aid Extension			
Hearing Aid Dispensing	60	13	
Hotel, Restaurant, Food Service Extension			
Bread Making	21	17	12
Cake Decorating	12	18	
Designing the Cold Buffet	42		
Deluxe Design	18		14
Timbale Techniques	18		19
Security Management for Hotel,Motel & Hospitality Industry	24		17
Institute of Law for the Layman			
Notary Public: Principles & Practices	6	9	7
Language Arts Extension			
Basic Level English as a Second Language	48	28	28
Intermediate Level English as a Second Language	48	16	29
Advanced Level English as a Second Language	48	18	
English Grammar & Effective Writing	30	13	16

TUITION BASED PROGRAMS cont'd.

	Hours	Number of Students Fall 1979	Spring 1980
Mainstreaming Education			
Working with Families of Young Children with Handicaps	16	23	
Theory & Practice: Grandmothers to Teach Mothers	30	19	
Pest Control Operations			
Fundamentals of Pest Control Techniques	35	120	123
Termites, Carpenter Ants & Other Wood Damaging Organisms	30	14	23
Ornamentals & Turf Pest Control Operations	30	13	
Institute of Continuing Education In Radiologic Technology (ICERT)			
Quality Assurance for Radiography	45	8	
Physical Principles of Computed Tomography	15	14	11
Cross Sectional Anatomy	21	11	12
Anatomy & Patho-Physiology for Imaging Modalities	27	11	
Sanitation Management Extension			
Sanitation Skills in Environmental Sanitation	60	32	
Human Resources in Environmental Sanitation	60	18	
Personnel Procedures & Sanitary Techniques	80		20
Management Principles & Interior Design	80		20
Sanitation Management Workshop	60		14
Welding Extension			
Oxyacetlene Welding Process	45	4	6
Basic Electric Arc Welding Process	90	6	7
Advanced Electric Arc Welding	45	6	6
Tungsten Inert Gas Welding Process	30	5	16
Carbon Steel Pipe Welding	45	3	11
Downhill & Semi-Automatic Process	30		2
Special Courses			
Basic Sign Language	14		33
High School Equivalency Preparation (GED)	48	213	216
Basic Piano Tuning and Repair	28	8	
OTB/AVAC	90	11	11

Summer 1979

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Adult Reading Academy	Fall 1979 Spring 1980	80 80	184 191	Right to Read, U.S. Office of Education, DHEW	$ 89,433*
Basic Education (Brooklyn House of Detention and Kings County Prison Ward)	Fall 1979 Spring 1980	708 714	225 216	Criminal Justice Coordinating Council and New York City Department of Correction	$ 48,152* $ 41,647*
ESL/High School Equivalency in Spanish	Fall 1979 Spring 1980	176 168	30 26		
ESL/High School Equivalency in English	Fall 1979 Spring 1980	152 168	40 50		
Senior Consumer Ombudsman Program	Fall 1979 Spring 1980	66 33	92 32	Office of Education, DHEW	$ 60,616*
Program for Deaf Adults	Fall 1979 Spring 1980	465 420	144 124	VEA/New York State Education Department	$ 59,443*
Information & Referral	Fall 1979	34	52	Title IV-A, Older Americans Act	$ 5,500*
Elderly Homebound Program	Fall 1979 Spring 1980	190 100	267 191	State Department of Education Title I, HEA Model Project Administration on Aging, Title III Section 308	$ 50,000* $ 67,926*

*Annual Grant

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Institute of Study for Older Adults	Fall 1979 Spring 1980		2,970	New York City Department for Aging from the New York State Office for the Aging under Title III of the Older Americans Act of 1965	$ 70,131*
Intensified Food Service Training	Fall 1979 Spring 1980		40 40	VEA/New York State Education Department	$ 56,658*
Baking		40			
Controls		30			
Cooking		40			
Counseling		10			
Overview		20			
Sanitation		20			
Day Care Cooks Training Program	Fall 1979 Spring 1980	48	48 48	VEA/New York State Education Department	$ 16,881*
Non-Traditional Programs for Women:	Fall 1979 Spring 1980				
Auto Sales		100	20	VEA/New York State Education Department	$ 60,518*
Concrete Bar Detailing		200	21		
Heating, Ventilation & Air Cond.		268	18		
Machine Tool		260	16		
Biomedical Digital Electronics and Microprocessors	Fall 1979 Spring 1980	120 120	20 26	VEA/New York State Education Department	$ 17,640*

*Annual Grant

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Fundamentals of Organic Coatings	Fall 1979 Spring 1980	30 30	33 18	New York Society for Coatings Technology	$ 1,175 $ 1,530
Electronics and Electricity Training for Transit Workers	Fall 1979) Spring 1980)	240 240	59	VEA/New York State Education Department	$ 35,795*
Welding Testing: Preparatory Sessions & Tests	Fall 1979 Spring 1980	Prep Session: 12 Test: 8	76	Steamfitters' Education Fund; N.Y./Long Island Chapter, Certified Pipe Welding Bureau	$ 14,252*
Vocational Training:	Fall 1979 Spring 1980			Private Concerns Inc. CETA Title IIB Subcontract	$202,539*
Digital Electronics Repair		900	30		
Machine Tool		900	25		
Welding Certification Program		500	15		
Learning Center/Basic Education	Fall 1979 Spring 1980	80 80	177 156	New York State Education Department	$ 60,000*
Vocational Counseling Center	Fall 1979 Spring 1980		Groups 860 Ind. 82	VEA/New York State Education Department	$ 61,800*
Electronic Assembly & Wiring	Spring 1980	280	22	Private Industry Council	$ 19,650

*Annual Grant